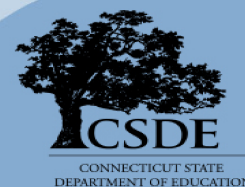


SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Fairfield Ludlowe High School Fairfield School District

203-255-7201 • <http://fairfieldschools.org/schools/flhs/>

School Information

Grade Range **9-12**
Enrollment **1,495**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	776	51.9	48.7
Male	719	48.1	51.3
American Indian or Alaska Native	*	*	*
Asian	80	5.4	5.9
Black or African American	*	*	2.1
Hispanic or Latino	113	7.6	10.3
Pacific Islander	0	0.0	*
Two or More Races	28	1.9	3.7
White	1,247	83.4	77.9
English Language Learners	9	0.6	2.3
Eligible for Free or Reduced-Price Meals	107	7.2	9.9
Students with Disabilities ¹	162	10.8	11.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	53	6.9	12	1.6
Male	51	7.1	56	7.8
Black or African American	*	*	*	*
Hispanic or Latino	17	15.3	10	8.8
White	81	6.5	53	4.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	25.3	15	13.0
Students with Disabilities	36	21.4	16	9.1
School	104	7.0	68	4.6
District		5.2		2.0

Number of students in 2015-16 qualified as truant under state statute: 39

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2016-17

Fairfield Ludlowe High School

Fairfield School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	109.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	20.6
Administrators, Coordinators and Department Chairs	
School Level	9.0
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	13.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	33.4

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.2	0.2
Black or African American	1	0.6	0.1
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	1.0
White	159	97.0	96.9

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.8	9.5

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1018
Half/Extended Day Kindergarten	N/A

School Hours for Students

Start Time	07:30 AM
End Time	02:10 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	*	*
Hispanic or Latino	24	88.9	22	100.0
White	312	96.3	299	99.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	84.4	18	*
Students with Disabilities	45	91.8	35	100.0
School	371	95.9	350	99.2
District		94.6		97.2

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	16	69.6
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	65	94.2
Other Health Impairment	32	94.1
Other Disabilities	*	*
Speech/Language Impairment	11	*
School	138	85.2
District		78.4

⁴Ages 6-21

School Profile and Performance Report for School Year 2016-17

Fairfield Ludlowe High School

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	21	77.0	21	79.1	19	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino	23	59.5	23	54.4	32	57.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	317	71.1	317	67.6	304	68.0
English Language Learners	7	*	7	*	*	*
Non-English Language Learners	368	70.6	368	67.3	*	*
Eligible for Free or Reduced-Price Meals	29	53.4	29	51.9	22	48.1
Not Eligible for Free or Reduced-Price Meals	346	71.7	346	68.2	342	68.2
Students with Disabilities	42	50.7	42	44.1	43	48.7
Students without Disabilities	333	72.8	333	69.8	321	69.5
High Needs	67	53.5	67	49.0	53	50.1
Non-High Needs	308	74.0	308	70.9	311	69.9
School	375	70.3	375	67.0	364	67.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.4	338	81.4
Curl Up	N/A	N/A	N/A	79.3	338	79.3
Push Up	N/A	N/A	N/A	69.2	338	69.2
Mile Run/PACER	N/A	N/A	N/A	86.4	338	86.4
All Tests - School	N/A	N/A	N/A	48.5	338	48.5
All Tests - District	68.4	68.6	72.6	53.3		65.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	32	96.9
Students with Disabilities	38	94.7
School	359	98.1
District		94.6

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	297	77.7
Male	99.4	266	74.3
Black or African American	*	*	*
Hispanic or Latino	100.0	32	65.3
White	99.0	483	77.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	20	40.0
Students with Disabilities	94.0	20	23.8
School	99.2	563	76.1
District	98.3		69.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.
Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	90.0	95.9
Male	88.0	91.3
Black or African American	*	*
Hispanic or Latino	*	89.3
White	89.7	94.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	74.2	87.5
Students with Disabilities	72.2	88.5
School	89.0	94.0
District	88.2	94.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.3	75	93.7	100	93.7	67.1
	High Needs Students	53.5	75	71.3	100	71.3	55.9
Math Performance Index	All Students	67.0	75	89.3	100	89.3	62.2
	High Needs Students	49.0	75	65.3	100	65.3	50.5
Science Performance	All Students	67.0	75	89.4	100	89.4	55.3
	High Needs Students	50.1	75	66.8	100	66.8	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	7.0%	<=5%	46.0	50	91.9	9.9%
	High Needs Students	18.9%	<=5%	22.3	50	44.6	15.8%
Preparation for CCR	% Taking Courses	97.4%	75%	50.0	50	100.0	70.7%
	% Passing Exams	76.1%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		86.2%	94%	91.7	100	91.7	82.0%
Postsecondary Entrance (Class of 2016)		89.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.1% 48.5%	75%	32.3	50	64.7	92.0% 51.6%
Arts Access		46.6%	60%	38.8	50	77.7	50.5%
Accountability Index				1056.9	1250	84.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.0	53.5	20.5	16.6	
Math Performance Index Gap	70.9	49.0	21.9	18.5	
Science Performance Index Gap	69.9	50.1	19.8	16.5	
Graduation Rate Gap	94.0%	86.2%	7.8%	9.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.4
	High Needs Students	95.9
Math	All Students	97.4
	High Needs Students	95.9
Science	All Students	98.9
	High Needs Students	96.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.